DOCUMENT RESUME

ED 158 059 CE 017 515

TITLE	National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module I. The Emergency Medical Technician, His Role, Responsibility, and Training.
INSTITUTION	National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO	DOT-HS-802-438
PUB DATE	77
NOTE	25p.; For related documents see CE 017 514-529; The student text and workbook will be available separately
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00280-1)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Curriculum Guides; Death; *Emergency Squad Personnel; *Job Training; Laws; Learning Activities; Legal Responsibility; Lesson Plans; Medical Treatment; Paramedical Occupations

ABSTRACT

This instructor's lesson plan guide is one of fifteen modules designed for use in the training of emergency medical technicians (EMT). Four units are presented: (1) role of the EMT, including the operation of an emerging medical services system; (2) the laws relevant to EMTs functioning in the field; (3) activities and responsibilities of an EMT during the training program; and (4) the issues of death and dying, medical ethics, and a patient's rights. Each unit includes behavioral objectives, teaching procedures, lists of needed materials, and content outline. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students; CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

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ED158059

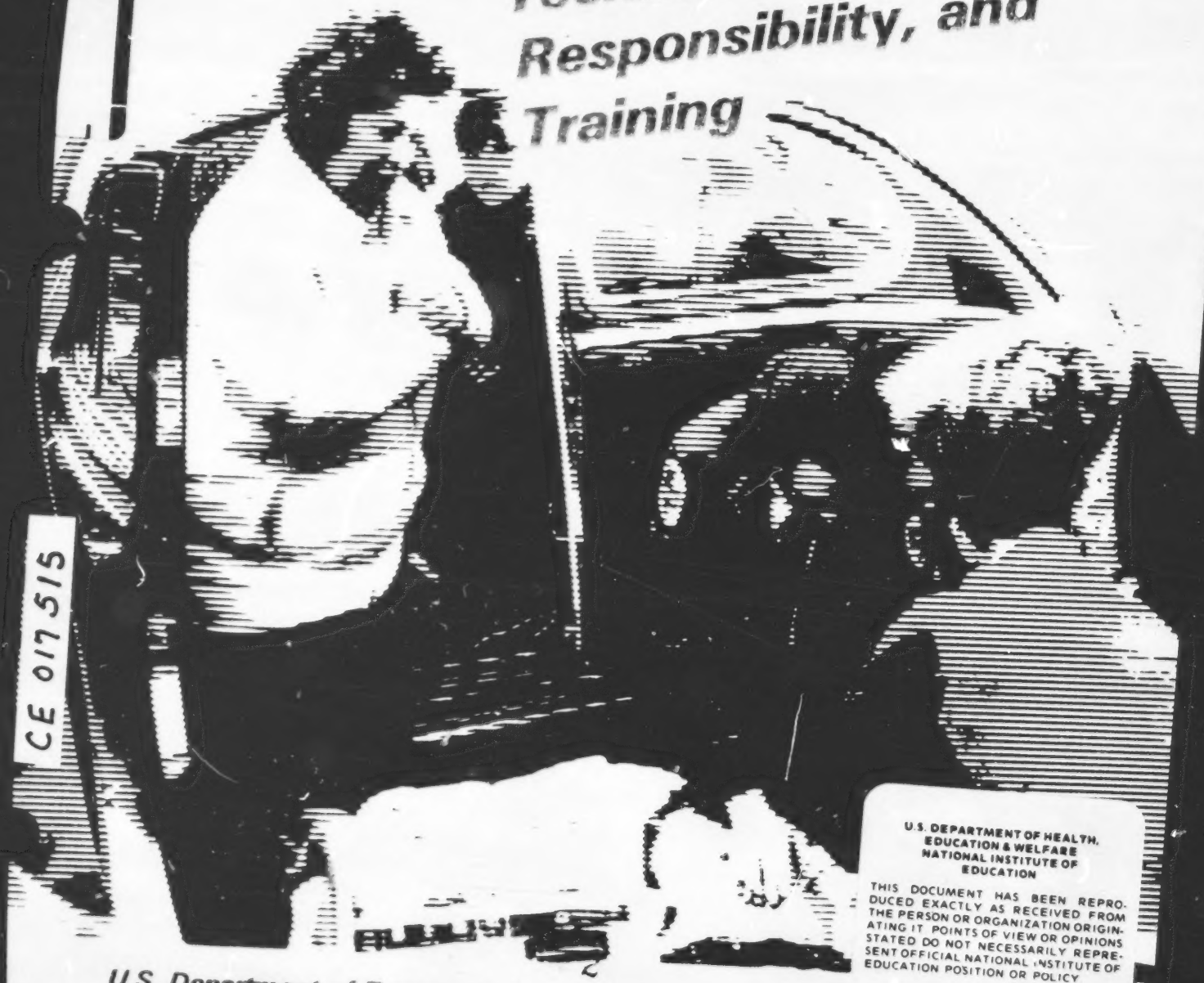
National Training Course

EMERGENCY MEDICAL TECHNICIAN PARAMEDIC

INSTRUCTOR'S LESSON PLANS

Module — I

The Emergency Medical Technician, His Role, Responsibility, and Training



CE 017 515

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. Department of Transportation / National Highway Traffic Safety Administration

National Training Course

EMERGENCY MEDICAL TECHNICIAN

PARAMEDIC

INSTRUCTOR'S LESSON PLANS

Module—**I**

The Emergency Medical Technician, His Role, Responsibility, and Training

U.S. Department of Transportation / National Highway Traffic Safety Administration

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Washington, D.C. 20402

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CE 017 515

HOW TO USE THE INSTRUCTOR LESSON PLANS

NOTES

The *Instructor Lesson Plans* are guides for teaching an advanced-level training program for emergency medical technicians. The *Plans* cannot be used by the instructor to develop the competency to conduct the program; the instructor should have this as a prerequisite to teaching the course.

The *Instructor Lesson Plans* are comprised of 15 modules, each containing the information and instructions needed to conduct a program on a particular subject. Each module can be used by itself or in concert with other modules.

Each module is subdivided into instructional units that deal with a particular segment of the module subject. Generally, the units contain the following components:

- *Performance Objectives.* These are classified as knowledge (K) objectives or skill (S) objectives. They are written in behavioral terms so they can be evaluated either through observation of student activities or through results obtained under specified conditions.
- *Unit Activities.* Reading assignments, reference materials, and outside activities are presented for both the students and the instructor. If the activities are identical, only the instructor's activities are presented.
- *Equipment and Materials.* Educational equipment includes chalkboard, overhead projector, slide projector, and screen. Medical equipment and materials required are drawn from those listed in Appendix F of the *Course Guide*.

- *Content Outline.* This presents the topics to be covered during the presentation of the unit. Where appropriate, it is divided into single skills or concepts. This approach gives the instructor the flexibility to add or delete specific skills and information. The content outline also provides directions to the instructor indicating when the use of demonstrations or group discussions would be most appropriate.

  Because the units are designed to be taught by technically competent instructors, the content outlines are not specific; they only enumerate topics and subtopics. It is expected that the instructor's skill and knowledge will supplement the depth of the course content outline. The instructor is encouraged to prepare additional notes.

- *Demonstration Outlines.* These are designed to present procedural steps that are important in performing the particular skill or calculation. Steps that are critical or that may lead to common errors are emphasized. Where critical steps exist, these outlines suggest what should be demonstrated.
- *Practice Sessions.* These sessions serve as guides to activities to be performed by students applying the skills. They may be performed in the classroom or assigned as homework. During classroom practice sessions, the instructor will be available to observe and correct student performance and to answer any questions.
- *Skill Evaluations.* The skill evaluation sheets provide checkpoints for the instructor to use to insure that students are following appropriate procedures or sequences. Skill evaluation sheets also provide a convenient method for feedback to students having particular problems with a given skill, and for monitoring a student's progress in attaining skill objectives

  The skill evaluation should occur only after the students have had an opportunity to practice the skill under the supervision of the instructor. The skill evaluation sheets can be distributed during, or before, the demonstration or practice session. Thus, they can be used as a job aid during practice. They should not be used, however, as a job aid while the student is being evaluated. The sheets are designed to provide a learning and evaluation tool and are not intended to mandate performance in the field in a set

NOTES

manner, irrespective of the patient's condition or situation.

Satisfactory performance of a given skill is defined as the correct performance of all steps in the proper sequence. The instructor's judgment is required to define correct performance and sequence of steps in a skill. Skill evaluations may be repeated at intervals throughout the course to assess skill decay and the need for remedial practice. Some instructors may wish to test skills immediately after they have been learned and again at the conclusion of the course.

The alphanumeric coding system is used to identify the various modules and units. When you see, for example, in Module II, **3.6.1.K**, the **3** indicates the unit, the **6** indicates the main instructional topic, the **K** indicates the teaching objective (in this case knowledge), and the **1** indicates the subsection of the major topic outlines in **3.6**.

To illustrate further, **3.6.1.K** would translate into:

3 = Unit number
6 = The main topic of the instructional section (The first two numbers—e.g., **3.6**—refer to a major heading in the unit content outline.)
1 = A subsection of the major topic outlined in **3.6** (This number relates to the number of objectives listed under skill or knowledge objectives and not to the content outline.)
K = Knowledge objective
S = Skill objective

The three-digit reference numbers (e.g., **3.6.1**) within each module refer to the topical section in that module only. For example, in Module II, any topical heading with **3.6** as the first two digits refers to the discussion of the components of patient assessment in Unit 3.

A visual presentation of Unit 3, by Module II, of the coding system is presented on the following pages.

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SAMPLE PAGE

CODING SYSTEM EXAMPLES

NOTES

- Abdomen
- Extremities

3.6.1.K Given a situation describing a patient with a possible illness or injury who may or may not be able to communicate, the student should be able to describe the procedure for evaluating the patient described. Minimally, the student should include the appropriate primary assessment and specify the order of the four components of the secondary assessment and the areas of the assessment that would be emphasized.

the demonstration, auscultation of the lung, heart, and abdominal sounds.

3.6.1.S Given a student posing as a communicative patient, the student should be able to demonstrate the procedure for conducting a patient assessment when the patient is suspected of having the following:

SAMPLE PAGE

CODING SYSTEM EXAMPLES

NOTES

8. Practice Session 3

3.6. Four components of assessment (order)

A. If the patient can communicate, determine if he has a medical or trauma-related problem.

1. If a medical problem, the general order should be:
   a. Evaluate the diagnostic and vital signs.
   b. Develop the patient's history.
   c. Examine for a medical problem.

Skill Evaluation 3.6.1.S: Assessment of Noncommunicative, Unconscious Patient With Suspected Trauma-Related Problem

Place an "X" in the appropriate column to indicate steps that are incorrect, out of sequence, or omitted. The student should be given three attempts to perform the skill.

Equipment

Fellow student posing as a victim
Stethoscope

Clinical Training

To present this program, it will be necessary to have access to the clinical units listed below. If a unit is not available, adjustments should be made to insure that the activities proposed for that unit are included in others. Specific guidelines for the clinical units are included in the modules. The student's training should be supervised in each of the following clinical areas:

- Emergency department
- Intensive care unit/coronary care unit
- Operating/recovery room
- Intravenous (IV) team
- Pediatric unit
- Labor suite/delivery room/newborn nursery
- Psychiatric unit
- Morgue
- Mobile intensive care unit

Sample forms for maintaining student activity records are included in the *Instructor Lesson Plans*. The forms are designed so that the medical director can determine the number of times, and how successfully, a student has performed a skill. The medical director also will be able to determine how much time the student needed to become proficient in the skill. Further, the medical director will be able to evaluate student performance under a number of preceptors, because certain skills are repeated in various clinical units (e.g., initiating an IV is performed by the student with the IV team and in the emergency department and intensive care unit).

Although the clinical experience is listed with the module, it need not be presented each time, even if a number of modules are being presented.

Testing and Evaluating the Student

It is recommended that each student be evaluated on proficiency of skill and knowledge at the completion of each module. Skill evaluation sheets have been provided for each skill in each unit. These sheets can be used as guides for evaluating the student's skill proficiency. The evaluation of the knowledge objectives is left to the discretion of the instructor, according to predetermined objectives.

NOTES

Testing of knowledge should stress areas of clinical relevance over basic science. No matter what type of evaluation system is used, students should be kept informed of their progress and should be given additional activities to supplement weak areas.

As previously stated, the emphasis is on student competency, rather than on the total number of hours the student is involved in the program. Thus, it is possible for the student to be tested and given credit for any module. The medical director should not assume the student's competency simply because of prior training, but should develop an evaluation method to determine the student's proficiency based on first-hand observation and experience. With this type of method, it is possible for students to receive credit for prior training experience. This would be especially applicable for those modules that are primarily a review of skills concerned with Emergency Medical Technician-Ambulance; for example, soft-tissue injuries and rescue.

NOTES

MODULE I THE EMERGENCY MEDICAL TECHNICIAN, HIS ROLE, RESPONSIBILITIES, AND TRAINING

INTRODUCTION

Prerequisites

The students must have satisfactorily met all requirements to be enrolled in this program.

Description of Module

Following is a summary of the topics discussed in this module:

Unit 1. Role of the EMT: Deals with the role and activities of the EMT; also includes the operation of an emergency medical services system.

Unit 2. Laws Governing the EMT: Discusses the laws relevant to EMT functioning in the field.

Unit 3. Orientation to the EMT Training Program: Discusses the activities and responsibilities of an EMT during the training program.

Unit 4. Issues Concerning the Health Professional: Discusses the issues of death and dying, medical ethics, and a patient's rights.

There is no clinical experience unit in this module.

UNIT 1 emt-p

ROLE OF THE EMT

NOTES

Knowledge Objectives

After completing this module, the student should be able to correctly respond to at least 80 percent* of the following:

1.1.1.K Given a list of activities, the student should be able to select those activities performed by an advanced-level EMT in the field.

1.1.2.K Given a list of descriptions, the student should be able to select the one that best describes his role as an advanced-level EMT.

1.1.3.K Given a list of descriptions, the student should be able to select the one that best describes the emergency medical services system in which he will be functioning.

Instructor Activities

Assign the material listed below during the class period:

- Chapter 1, Units 1 and 2, of the *Text*
- Knowledge objectives for this unit

Prepare a lecture following the content outline on page I-4. Provide any slides, overlays, charts, or diagrams.

Test the students. Inform each student of his progress and suggest remedial instruction, if necessary.

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*The selection of 80 percent as a passing criterion is arbitrary and can be modified.

Equipment and Materials

Equipment—Educational

Chalkboard and chalk

Materials

Knowledge objectives (optional)
Text
Optional: Film, "Careers in Emergency Medicine," American College of Emergency Physicians (ACEP)
Film, "Wanted Alive," ACEP

Content Outline

1.1. Health professional

A. Introduction
   1. Welcome students to the training program.
   2. Introduce key personnel.
   3. Discuss administrative matters.
      a. Gather enrollment information.
      b. Discuss books, handouts, and the use of the library.
      c. Discuss insurance coverage.
      d. Discuss cafeteria, parking, etc.

B. Role of the EMT
   1. Discuss the EMT's role on an advanced-care emergency vehicle.
   2. Discuss the EMT's role in the emergency room.
   3. Discuss the EMT's role in other acute-care units.
   4. Discuss the differences between basic and advanced-level EMT's.
   5. Discuss local, State, and national placement opportunities.
   6 Discuss future trends in career mobility.

C. Mobile intensive care units
   1. Discuss types of emergency medical services (EMS) systems—urban versus rural.
   2. Discuss types of vehicles.
   3. Discuss equipment.

NOTES

D. Local EMS system
   1. Discuss skills to be performed
   2. Discuss types of vehicles and equipment
   3. Discuss operation of the system
      a. Sponsoring institution(s)
      b. Medical director
      c. Communications

1.2. Health educator

A. Instructor
   1. American Heart Association*
   2. American Red Cross*
   3. Orientation of public to prehospital emergency care
B. Public service activities—blood pressure screening
C. Preceptor—assist in the training of future advanced-level EMT's

Summary

- Review the knowledge objectives.
- Review the topics:
  — Health Professional
  — Health Educator
- Ask for questions.

NOTES

*In many instances, EMT's have become certified instructors for the American Heart Association and have provided a valuable resource for the training of the lay public. If certification is desired, it will be necessary to contact the local chapter of the respective organization to make arrangements for the training required.

UNIT 2

LAWS GOVERNING THE EMT

NOTES

Knowledge Objectives

After completing this module, the student should be able to correctly respond to at least 80 percent* of the following:

2.1.1.K Given a list of descriptions, the student should be able to select the one that best describes the function of each of the following laws and how it relates to the EMT:

- Medical Practice Act
- Good Samaritan Act
- State emergency medical services legislation for EMT's
- Laws pertaining to the operation of emergency vehicles

2.1.2.K Given a list of descriptions, the student should be able to select the one that best describes an EMT's legal position and liability for the treatment of patients.

2.2.1.K Given a list of definitions, the student should be able to select the one that best defines each of the following terms:

- Consent
- Abandonment
- Delegated practice (standing orders)

*The selection of 80 percent as a passing criterion is arbitrary and can be modified.

2.2.2.K Given a list of situations and activities, the student should be able to select the activity that is most appropriate for that situation. The situations will include decisions concerning consent, abandonment, and delegated practice.

2.3.1.K Given a list of descriptions, the student should be able to select the one that best describes an EMT's situation with respect to liability and malpractice insurance in the hospital and in the field.

2.4.1.K Given a list of statements, the student should be able to select the one that best describes the use of records and reporting forms for substantiating given incidents.

NOTES

Instructor Activities

Assign the material listed below during the class period:

- Chapter 1, Unit 3, of the *Text*
- Knowledge objectives for this unit

Prepare a lecture following the content outline on page I-9. Provide any slides, overlays, charts, or diagrams.

Test the student. Inform each student of his progress and suggest remedial instruction, if necessary.

Equipment and Materials

Equipment—Educational

Chalkboard and chalk

Materials

Knowledge objectives (optional)
Text
Handouts: State Medical Practice Act
Good Samaritan Act
State EMS legislation

Content Outline

NOTES

Introduction

- Review the knowledge objectives.
- Review the topics.
  - — Relevant laws
  - — Definitions
    - a. Consent
    - b. Abandonment
  - — Malpractice insurance
  - — Records and reporting

2.1. Relevant laws

A. Distribute handouts of relevant laws.
   1. Medical Practice Act
   2. Good Samaritan Act
   3. State emergency medical services legislation for EMT's
      a. Job description
      b. Licensing or certification procedure
   4. Laws pertaining to emergency vehicle operation

B. Discuss each law.

2.2. Pertinent definitions

A. Consent
   1. Legal definition
   2. Case histories (if available)
   3. Recommended procedures for EMT's

B. Abandonment
   1. Legal definition
   2. Case histories (if available)
   3. Recommended procedures for EMT's

C. Delegated practice (standing orders)
   1. Legal implications
   2. Case histories
   3. Recommended procedures for EMT's

2.3. Malpractice insurance

A. In the hospital
B. In the field

2.4. Records and reporting forms

A. Acceptability in court
B. Necessity for accuracy and completeness

Summary

- Review the knowledge objectives.
- Review the topics.
  - — Relevant laws
  - — Definitions
    - a. Consent
    - b. Abandonment
  - — Malpractice insurance
  - — Records and reporting
- Ask for questions.

NOTES

UNIT 3 emt-p

ORIENTATION TO THE EMT TRAINING PROGRAM

NOTES

Knowledge Objectives

After completing this module, the student should be able to correctly respond to at least 80 percent* of the following:

3.1.1.K Given a list of skills, the student should be able to select those skills that are included in the training program.

3.2.1.K Given a list of statements, the student should be able to select the one that best describes the difference between this training program and a basic-level training program for EMT's.

Instructor Activities

Prepare a lecture following the content outline on page I-12. Provide any slides, overlays, charts, or diagrams.

Conduct a tour of the sponsoring institution. Describe the clinical areas and the various rules and regulations associated with each. If possible, provide the students with a list of the rules, regulations, and procedures.

Test the students. Inform each student of his progress and suggest remedial instruction, if necessary.

*The selection of 80 percent as a passing criterion is arbitrary and can be modified.

Equipment and Materials

Equipment—Educational

Chalkboard and chalk

Materials

Knowledge objectives (optional)
Handouts: Class schedule, including class sessions, reading assignments, and evaluation sessions

Content Outline

Introduction

- Review the knowledge objectives.
- Review the topics.
  - — Course content
  - — Course format
  - — Student requirements

3.1. Course content

A. Point out that the goal of the program is the development of proficiency in advanced emergency skills. The students will diagnose and treat the acutely ill and seriously injured under the control and supervision of a physician.
B. Discuss the skills included in the training program.

3.2. Course format

A. Training approach
   1. Point out that it is different from the Basic EMT Training Curriculum level—it is more medically oriented.
   2. Point out that it requires greater understanding of physiologic processes underlying acute illness and trauma than provided at the basic level.

NOTES

3. Point out that the emphasis is on proficiency of skills and knowledge—not on the number of hours spent in class.
4. Point out that training methods include classroom lectures and practice sessions, supervised clinical practice, and internship on the vehicle.

B. General plan
   1. Class schedule
      a. Schedule
      b. Reading assignments
      c. Evaluation sessions
   2. Clinical session schedule
      a. Units included
      b. Time involved

3.3. Student requirements

A. Attendance
   1. Classroom activities
   2. Clinical sessions
B. Evaluation procedures
   1. Module evaluations—skill and knowledge
   2. Final examination
   3. Clinical skill evaluations
C. Certification or licensure of students completing program

Summary

- Review the knowledge objectives.
- Review the topics.
  — Course content
  — Course format
  — Student requirements
- Ask for questions.

NOTES

UNIT 4 emt-p

ISSUES CONCERNING THE HEALTH PROFESSIONAL

NOTES

Knowledge Objectives

After completing this module, the student should be able to correctly respond to at least 80 percent* of the following:

4.1.1.K Given a list of statements, the student should be able to select the one that best defines the term "ethics."

4.1.2.K Given a list of statements, the student should be able to select the one that best describes the difference between ethical behavior and legal requirements.

4.1.3.K Given hypothetical situations and a list of activities, the student should be able to select the activity that is most appropriate to ethical behavior.

4.1.4.K Given situations describing activities of EMT's, the student should be able to state whether the activity is unethical, illegal, or both.

4.1.5.K Given a list of activities, the student should be able to state whether the activity is ethical or unethical.

4.2.1.K Given a list of situations and activities, the student should be able to select the activity most appropriate for the described situation. The situations will include the han-

*The selection of 80 percent as a passing criterion is arbitrary and can be modified.

dling of a dying patient, bystanders, or close family of a dying patient.

4.2.2.K The student should be able to give at least two examples of how patients and those caring for them react to death and dying.

NOTES

Instructor Activities

Assign the material listed below during the class period.

- Chapter 1, Unit 4, of the *Text*
- Knowledge objectives for this unit

Prepare a lecture following the content outline on page I-17. Provide any slides, overlays, charts, or diagrams.

Inform the students that there are no skills or demonstrations for this unit.

Moderate a group discussion dealing with each student's reaction to death and dying. Each student should be given the opportunity to present one experience with death and dying and relate his feelings about the situation.

Test the students. Inform each student of his progress and suggest remedial instruction, if necessary.

Equipment and Materials

Equipment—Educational

Chalkboard and chalk

Materials

Knowledge objectives (optional)
Text
Workbook (optional)
Written examination
Answer sheets and pencils
Handout: International Council of Nurses Code of Ethics, *American Journal of Nursing*, 65(8):97, August 1965.

Content Outline

NOTES

Introduction

- Review the objectives.
- Review the topics.
  - — Medical ethics
  - — Death and dying

4.1. Medical ethics

A. Distribute the handout.
B. Discuss ethics.
   1. Define ethics.
   2. Explain ethical behavior versus legal requirements.
C. Discuss the code of ethics.
   1. Explain the content.
   2. Give examples.
D. Discuss dress and behavior.
   1. Describe the attire for clinical areas.
      a. Uniform
      b. Nameplates
   2. Describe an EMT's behavior when in contact with patients.

4.2. Death and dying

A. Discuss patient reaction to death.
B. Discuss reaction of bystander or family to death.
C. Discuss procedure for dealing with a dying patient, bystanders, or family.
D. Discuss EMT reaction to death and dying.
E. Introduce Practice Session 1.

Summary

- Review the objectives.
- Review the topics.
  - — Medical ethics
  - — Death and dying
- Ask for questions.

Practice Session 1

NOTES

Equipment

Paper and pencil

Procedure

Divide the students into groups of four to six.

Have the students list their concerns and experiences with death and dying.*

Have each student present one item on the list to the group.

Continue around the group until each student has presented as many items as time allows.

Encourage the students to interact with each other during the discussion period.

*For the purpose of this activity, the student may also list any concerns he may have about being an EMT.

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